2021-2022 Adult Education and Family Literacy Education Act

Comprehensive Performance Management, Accountability, and Reporting Requirements
Webinar Logistics

• All participants will be muted for the duration of the webinar.
• All webcams are disabled for the duration of the webinar.
• How to submit questions during the webinar?
  • You may submit questions during the presentation through the webinar “Q&A” feature.
  • The Q&A will be utilized for questions and participation throughout the presentation.
Note about Questions

• Questions requiring research will be submitted to the grant contact for posting as part of the Frequently Asked Questions process.

• Contact for questions on the submission of RFP, Mallory.Martinez@fldoe.org.
2021-2022 Funding Opportunity - Adult Education and Family Literacy Act (AEFLA)

Consolidated – Grant Application
• Adult General Education (AGE) – Sec. 231
• Integrated English Literacy and Civics Education (IELCE) – Sec. 243

Individual – Grant Application
• Corrections Education (CE) – Sec. 225

Go to: www.fldoe.org/WIOAGrants

Due June 30, 2021
Priority 4
Overview
Goals for Priority 4

• Provide the federal WIOA and NRS context for AEFLA grants
  • Federal definitions and reporting requirements
• Demonstrate the FDOE’s role in data collection
  • Outline state reporting systems: WDIS, FCS, and CBO
  • Illustrate how FDOE processes the data in preparation for federal reporting
• Discuss agency expectations for local MIS minimum standards, data reporting, and program performance
WIOA Annual Performance Report and National Reporting System (NRS)

Paul Stonecipher
WIOA Annual Statewide Performance and NRS

The National Reporting System for Adult Education (NRS) was established as the accountability system for Federally funded adult education programs authorized by Section 212 of the Workforce Innovation and Opportunity Act (WIOA).

More information available at nrsweb.org

WIOA primary indicators of performance, methodologies for collecting performance data, and program reporting procedures.

The data collected by AEFLA grant participants is aggregated by the Florida Department of Education and submitted via NRS to the US Department of Education annually on by the **WIOA deadline of October 1<sup>st</sup>** each year.
WIOA, Section 116, and Primary Indicators of Performance

- The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
- The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within one year after exit from the program;
- The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains towards such a credential or employment; and
- The indicators of effectiveness, established by the state, in serving employers.
Key WIOA/NRS Terminology
Educational Functioning Level

• “A set of skills and competencies that students demonstrate in the National Reporting System (NRS) skill areas”

• Divided into six levels for Adult Basic Education (ABE) and for English as a Second Language (ESL), these levels serve as descriptors guide for teaching and assessment for adult learners, describing the most critical concepts and skills for the level identified.

• Used to help delineate the educational level of the identified student, to place the student into an appropriate NRS program and coursework, and to track learning gains achieved by the program (a primary indicator of performance)
Educational Functioning Level (cont.)

- Under Rule 6A-6.014, F.A.C., a student must be assessed using an NRS approved assessment within the first 12 contact hours of enrollment. The resulting scale score of the assessment (or pretest) establishes the student’s initial EFL.
- The student’s initial EFL is reported on an enrollment record in relationship to the program and course in which the student has been placed.
- The relationship between EFLs, Scale Scores on NRS approved assessments, and the learning completion points (LCPs) will be illustrated in greater detail later in this presentation.
Educational Functioning Level

Resources

- Appendix B of the *Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act* published by USDE, OCTAE available at [https://nrsweb.org/](https://nrsweb.org/)
- For Districts, see Appendix R of the current year WDIS Database Handbook
- For Colleges, see Appendix A of the current year FCS Student Data Dictionary
### AGE Educational Functioning Level Descriptors

<table>
<thead>
<tr>
<th>Literacy Level</th>
<th>Basic Reading and Writing</th>
<th>Numeracy Skills</th>
<th>Language Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose.</td>
<td>Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual has a limited understanding of connected prose.</td>
<td>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols.</td>
</tr>
</tbody>
</table>

### ESL Educational Functioning Level Descriptors

<table>
<thead>
<tr>
<th>Literacy Level</th>
<th>Basic Reading and Writing</th>
<th>Numeracy Skills</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Level 1</td>
<td>Individual cannot speak or understand English or understands only isolated words or phrases.</td>
<td>Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual has a limited understanding of connected prose.</td>
<td>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols.</td>
</tr>
</tbody>
</table>
New Student vs Continuously Enrolled

• Placement and the determination of a student's EFL is dependent upon the student's prior enrollment history

• A new student is a student who was not previously enrolled in AGE in your agency in the current or prior reporting year
  • Must be assessed within 12 hours of instruction to determine initial EFL

• A continuously enrolled student has any prior enrollment in AGE in the current or previous reporting year
  • Initial EFL at the start of a new term is determined by student’s EFL from the prior term
  • The initial EFL for a continuously enrolled student may not be reduced.
New Student vs. Continuously Enrolled Student

The following chart shows examples of students who would be considered new enrollments compared with students who would be considered continuously enrolled.

<table>
<thead>
<tr>
<th>Student</th>
<th>Enrollment Reported for 2019-20</th>
<th>Enrollment Reported for 2020-21</th>
<th>Enrollment Reported for 2021-22</th>
<th>New Student or Continuously Enrolled Student in 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>New</td>
</tr>
<tr>
<td>B</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>New</td>
</tr>
<tr>
<td>C</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>New</td>
</tr>
<tr>
<td>D</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Continuous</td>
</tr>
<tr>
<td>E</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Continuous</td>
</tr>
</tbody>
</table>
Measurable Skill Gain (MSG)

• “The NRS method of measuring student progress for academic improvement (includes educational functioning level gain and receipt of secondary credential).”

• Adult education participants achieve an MSG by demonstrating an EFL gain or by attaining a secondary diploma or recognized equivalent. Additionally, IET students may achieve an MSG by exhibiting progress on a postsecondary transcript, showing progress toward milestones, or passing a technical/occupational knowledge-based exam.

• Note: DCAE, in coordination with IET providers, continues to develop the frameworks and technical guidance for IET which effects the additional reportable IET skill gains. Further technical guidance will be provided on the implementation of IET outcomes and how those will be reported by your sector in the coming future.
Literacy Completion Point (LCP)

• The attainment of academic or workforce readiness skills are indicated by designated reportable LCPs.
• Designates an increase in an educational functioning level with a subject or attainment of half credit in adult high school
• LCPs are reportable for passage of a GED® subsection but are not eligible to be counted as an MSG under WIOA.
Period of Participation

• A Period of Participation (POP) is based on participants who are continuously enrolled with a gap of more than eighty-nine days between a course exit and the next course entry.

• To evaluate for multiple periods of participation, FDOE uses the earliest course entry date per term and the latest course exit date per term for the identified student. If 90 days occur between the latest course exit date for the prior term and the earliest course entry date of the subsequent term, a new period of participation would begin.

• A new POP is counted each time a participant re-enters and exits the program, and separately for each POP included in both the numerator and denominator of a performance indicator. Therefore, an individual can be counted multiple times – once for each POP – and multiple times within performance indicators.
Illustration of Periods of Participation

Fall Term

- ABE - Math
- ABE - Reading
- ABE - Language

Spring Term

- ABE - Math
- ABE - Reading
- ABE - Language

90 days or more?
NRS Eligible Programs Summary
# WIOA/NRS Eligible Programs

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Summary</th>
<th>NRS Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Basic Education (ABE)</td>
<td>Students tested below 9th grade and students seeking a high school diploma or assistance meeting basic skills requirements for CTE</td>
<td>ABE 1 - 4</td>
</tr>
<tr>
<td>Adult High School</td>
<td>Students based on HS credits and seeking a high school diploma through credit attainment</td>
<td>ABE 5 - 6</td>
</tr>
<tr>
<td>GED® Preparation Program</td>
<td>Students tested above 9th grade in at least one subject</td>
<td>ABE 5 - 6</td>
</tr>
<tr>
<td>Adult English as a Second Language (ESOL)</td>
<td>Students seeking assistance with English language acquisition</td>
<td>ESL 1 - 6</td>
</tr>
<tr>
<td>English Literacy for Career and Technical Education (ELCATE)</td>
<td>Concurrent attainment of English language skills as well as CTE training</td>
<td>ESL 5 - 6</td>
</tr>
</tbody>
</table>
Adult Basic Education Placement for Instructional Purposes

- Students who have tested below the 9th grade level in one or more areas.
- Student may or may not have a high school diploma.
- Student may also be concurrently enrolled in ESOL, ELCATE or GED®.
- Students enrolled in this program are included in the National Reporting System (NRS) calculations and the WIOA Annual Performance Report.
- Agencies may use the following tests for placement: TABE and CASAS (Reading and Math only).
Adult Basic Education Placement for Instructional Purposes (cont’d)

- Student should be placed by lowest functioning level BY subject area.
- Student may have three different functioning levels; one for reading, language arts, and math.
- For continuously enrolled students, Education Functioning Level (EFL) reported may only be equal or higher than a previously reported EFL for the same program and subject area.
English for Speakers of Other Languages (ESOL) Placement for Instructional Purposes

- Students who have an educational functioning level (EFL) below 7.
- Student may or may not have a high school diploma.
- Students cannot be concurrently enrolled in ELCATE and ESOL.
- Students enrolled in this program are included in National Reporting System (NRS) calculations and the WIOA Annual Performance Report.
English for Speakers of Other Languages Placement for Instructional Purposes (cont’d)

- Agencies may use the following tests for placement: CASAS, Best Plus and TABE CLAS-E: Reading and Listening.

- If continuously enrolled, a student must be placed based on the subtest used to initially place the student in either ESOL or ELCATE.

- Students newly enrolled must be tested in both reading and listening and placement is based on the lower of the two subtests.
English Literacy for Career and Technical Education (ELCATE) Placement for Instructional Purposes

- Student has an educational functioning level of 5 or 6.

- Students are expected to be concurrently enrolled in a career and technical program in the same term
  - Curriculum Frameworks were updated for 16-17 to include occupation content standards and workplace preparation activities.

- Students cannot be concurrently enrolled in ELCATE and ESOL.

- Students enrolled in this program are included in National Reporting System (NRS) calculations and the WIOA Annual Performance Report.
ELCATE Placement for Instructional Purposes (cont’d)

- Agencies may use the following tests for placement: CASAS, Best Plus and TABE CLAS-E: Reading and Listening.

- If continuously enrolled, a student must be placed based on the subtest used to initially place the student in either ESOL or ELCATE.

- Students newly enrolled must be tested on both reading and listening and placement is based on the lower of the two subtests. For example, if a student’s listening score is lower than their reading score, the student must be placed on their listening score.
GED® Prep. Placement for Instructional Purposes

- Students enrolling in GED® Prep. must be pretested to determine if they are ABE Level 5 (9.0 to 10.9) or ABE Level 6 (11.0 to 12.9).
- Student must test above a 9th grade level in at least one subject.
- For ABE Level 5 (9.0 to 10.9), students may be post-tested to move to ABE Level 6 (11.0 to 12.9).
- Student is not post-tested once he/she tests at level ABE Level 6 (11.0 to 12.9).
GED® Prep. Placement for Instructional Purposes (cont’d)

- Agencies may use the following tests for placement: TABE and CASAS
  - If using CASAS, agency must use a second assessment to determine language arts placement
- Students enrolled in this program are included in National Reporting System (NRS) calculations and the WIOA Annual Performance Report.
## Placement into GED® Prep

<table>
<thead>
<tr>
<th>GED Subject Area</th>
<th>19-20 Placement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Student is testing at a 9.0 or higher on an eligible Math subtest</td>
</tr>
<tr>
<td>Reasoning Through Language Arts</td>
<td>Student is testing at a 9.0 or higher on an eligible Reading subtest</td>
</tr>
<tr>
<td>Science</td>
<td>Student is testing at a 9.0 or higher on an eligible Reading subtest</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Student is testing at a 9.0 or higher on an eligible Reading subtest</td>
</tr>
</tbody>
</table>
Adult High School Placement for Instructional Purposes

• Initial placement in AHS is determined by the number of credits the student has earned in the traditional high school they previously attended.
• Students are not required to pretest or post-test for AHS.
• The initial placement in AHS is determined by number of credits earned.
  • If the student has earned the number of credits to be placed at the 9.0-10.9 grade equivalent (GE), the student is placed in ABE Level 5.
  • If the student has earned the number of credits to be placed at the 11.0 – 12.9 GE, he/she is placed in ABE Level 6.
NRS Approved Assessments

• See 2021-2022 Florida Assessment Policy technical assistance paper for further details and a complete list of NRS approved assessments, scale scores, and additional technical guidance.

• NRS eligible and state funded courses that include a requirement for pre- and post-testing must use standardized assessments approved by the USDE and FDOE.
AGE Programs and NRS Approved Assessments

**ABE**
- TABE 11/12
- CASAS 900 GOALS

**GED ® Prep**
- TABE 11/12
- CASAS 900 GOALS

**ESOL**
- TABE CLAS-E
- CASAS 27/28
- CASAS 80R Series
- CASAS 980L Series
- BEST Plus 2.0
- BEST Literacy

**ELCATE**
- TABE CLAS-E
- CASAS 80R Series
- CASAS 980L Series
- Best Plus 2.0
- Best Literacy
Illustration of EFLs, assessments, and learning gains

**Intake**
- Student Intake
- First assessment within 12 inst hours (pretest for Term 1)

**First Term**
- Placed into program and course with initial EFL
- Post-tested after 60-70+ instructional hours

**Second Term**
- Post-test from Term 1 serves as pre-test for Term 2
- New initial EFL if MSG demonstrated in Term 1 post-test
Example of Intake, Assessment, Placement, Instruction, Post-test cycle
The Cycle of AGE

Pre-tested within first 12 hours

Assessment

Placement

Instruction

Basic Skills mastery; High School Diploma or Equivalent; or English Language Proficiency
Basic Question on Entry: What’s your goal?

- High School Diploma or Equivalent
  - ABE, GED or AHS?
- Assistance with Basic Skills
  - ABE or AAAE
- English Language Skills
  - ESOL or ELCATE
Student Example

Intake
Seeking her GED
Completes Student Intake Form
Participates in Orientation

Assessment (Pretest)
Math
• TABE 512
• ABE Level 3
Reading
• TABE 526
• ABE Level 3
Language
• TABE 548
• ABE Level 4

Fall Term

<table>
<thead>
<tr>
<th>Subject</th>
<th>EFL Levels</th>
<th>FDOE LCP</th>
<th>TABE 11&amp;12</th>
<th>CASAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>ABE Level 1</td>
<td>A</td>
<td>300-448</td>
<td>178-193</td>
</tr>
<tr>
<td></td>
<td>ABE Level 2</td>
<td>B</td>
<td>449-495</td>
<td>194-203</td>
</tr>
<tr>
<td></td>
<td>ABE Level 3</td>
<td>C</td>
<td>496-536</td>
<td>204-214</td>
</tr>
<tr>
<td></td>
<td>ABE Level 4</td>
<td>D</td>
<td>537-595</td>
<td>215-225</td>
</tr>
<tr>
<td>Reading</td>
<td>ABE Level 1</td>
<td>E</td>
<td>300-441</td>
<td>165-203</td>
</tr>
<tr>
<td></td>
<td>ABE Level 2</td>
<td>F</td>
<td>442-500</td>
<td>204-216</td>
</tr>
<tr>
<td></td>
<td>ABE Level 3</td>
<td>G</td>
<td>501-535</td>
<td>217-227</td>
</tr>
<tr>
<td></td>
<td>ABE Level 4</td>
<td>H</td>
<td>536-575</td>
<td>228-238</td>
</tr>
<tr>
<td>Language Arts</td>
<td>ABE Level 1</td>
<td>J</td>
<td>300-457</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>ABE Level 2</td>
<td>K</td>
<td>458-510</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>ABE Level 3</td>
<td>M</td>
<td>511-546</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>ABE Level 4</td>
<td>N</td>
<td>547-583</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Student Example, Pt 2

Intake
- Seeking her GED
- Completes Student Intake Form
- Participates in Orientation

Assessment (Pretest)
- Math
  - TABE 512
  - ABE Level 3
- Reading
  - TABE 526
  - ABE Level 3
- Language
  - TABE 548
  - ABE Level 4

Fall Term

60-70 hours instruction
- ABE – Math
  - ABE Level 4
  - LCP D
- ABE – Reading
  - ABE Level 4
  - LCP H
- ABE – Language
  - ABE Level 4
  - No LCP reported

Post-Test

- Math
  - TABE 538
  - ABE Level 4
- Reading
  - TABE 548
  - ABE Level 4
- Language
  - TABE 575
  - ABE Level 4
  - No LCP reported
Student Example, Pt 3

Intake
Seeking her GED
Completes Student Intake Form
Participates in Orientation

Assessment: Pretest
Math
• TABE 512
• ABE Level 3
Reading
• TABE 526
• ABE Level 3
Language
• TABE 548
• ABE Level 4

60-70 hours instruction
ABE – Math
ABE – Reading
ABE – Language

Assessment: Post-Test
Math
• TABE 538
• ABE Level 4
• LCP C
Reading
• TABE 548
• ABE Level 4
• LCP G
Language
• TABE 575
• ABE Level 4
• No LCP reported

Fall Term

Assessment (Pretest)
Math
• TABE 538
• ABE Level 4
Reading
• TABE 548
• ABE Level 4
Language
• TABE 575
• ABE Level 4

60-70 hours instruction
ABE – Math
ABE – Reading
ABE – Language

Post-Test
Math
• TABE 600
• ABE Level 5
• LCP D
Reading
• TABE 574
• ABE Level 4
• No LCP reported
Language
• TABE 595
• ABE Level 5
• LCP N

Spring Term
WIOA/NRS Performance Targets
Summary of NRS Indicators, Measures, and Definitions

<table>
<thead>
<tr>
<th>Topic</th>
<th>Measures</th>
<th>Categories or Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance indicator—Measurable Skill Gains (MSG)</td>
<td>Educational functioning level gain</td>
<td>Complete one or more educational functioning levels in reading, writing, speaking, and listening and functional areas, as measured by an NRS-approved assessment.</td>
</tr>
<tr>
<td></td>
<td>Attainment of a Secondary School Diploma</td>
<td>Receipt of a secondary school diploma or recognized equivalent during enrollment or after exit and by the end of the program year.</td>
</tr>
<tr>
<td>For IET and Workplace Literacy Participants Only.</td>
<td>Secondary or Postsecondary Transcript</td>
<td>Exhibiting progress on a postsecondary transcript.</td>
</tr>
<tr>
<td></td>
<td>Progress Toward Milestone</td>
<td>Showing progress toward milestones.</td>
</tr>
<tr>
<td></td>
<td>Passing Technical/Occupational Knowledge-Based Exam</td>
<td>Passing a technical or occupational knowledge-based exam.</td>
</tr>
<tr>
<td>Performance indicator—Employment Measures</td>
<td>Second-quarter employment</td>
<td>Employment in the second quarter after the exit quarter.</td>
</tr>
<tr>
<td></td>
<td>Fourth-quarter employment</td>
<td>Employment in the fourth quarter after the exit quarter.</td>
</tr>
<tr>
<td></td>
<td>Median earnings</td>
<td>Median earnings of participants employed in the second quarter after the exit quarter.</td>
</tr>
<tr>
<td>Performance Indicator—CREDENTIAL ATTAINMENT</td>
<td>Attainment of secondary school diploma or its recognized equivalent</td>
<td>Receipt of a secondary school diploma or its recognized equivalent and employed or entered into postsecondary education within 1 year of exit.</td>
</tr>
<tr>
<td></td>
<td>Attainment of postsecondary credential</td>
<td>Receipt of a postsecondary credential while enrolled or within 1 year of exit.</td>
</tr>
</tbody>
</table>
Measurable Skill Gains (MSG) Performance Targets

Achieving Florida’s Adult Education State Performance Targets will be based on each recipient’s accurate submission of student enrollment and completion data of Educational Functioning Level (EFL) gains as calculated in the completion percentages found in the National Reporting System (NRS) Table 4.

Each grantee will be expected to meet or exceed the State Performance Target for each program type (ABE, ESL) served.

Descriptions of each educational functioning level may be found on the AGE Educational Functioning Level Descriptors attachment.
Measurable Skill Gains (MSG) Performance Targets (cont.)

<table>
<thead>
<tr>
<th>Topic</th>
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<th>Categories or Definitions</th>
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</thead>
<tbody>
<tr>
<td><strong>Performance indicator—Measurable Skill Gains (MSG)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational functioning level gain</td>
<td>Complete one or more educational functioning levels in reading, writing, speaking, and listening and functional areas, as measured by an NRS-approved assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Earning enough Carnegie Units or credits to move from ABE level 5 to ABE level 6, according to state rule.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enrollment in a postsecondary educational or occupational skills program after exit and by the end of the program year.</td>
</tr>
<tr>
<td></td>
<td>Attainment of a Secondary School Diploma</td>
<td>Receipt of a secondary school diploma or recognized equivalent during enrollment or after exit and by the end of the program year.</td>
</tr>
<tr>
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<td></td>
<td>Passing Technical/Occupational Knowledge-Based Exam</td>
<td>Passing a technical or occupational knowledge-based exam.</td>
</tr>
</tbody>
</table>
Exit Based Performance Targets

- Employment Rate Second Quarter After Exit
- Employment Rate Fourth Quarter After Exit
- Median Earnings Second Quarter After Exit

<table>
<thead>
<tr>
<th>Topic</th>
<th>Measures</th>
<th>Categories or Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance indicator—Employment</td>
<td>Second-quarter</td>
<td>Employment in the second quarter after the exit quarter.</td>
</tr>
<tr>
<td>Measures</td>
<td>employment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fourth-quarter</td>
<td>Employment in the fourth quarter after the exit quarter.</td>
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</tbody>
</table>
Credential Attainment Rate
Performance Target

Based on the number of students in ABE Levels 5-6 (formerly Adult Secondary Education) who attained a high school equivalency or diploma and were found employed or enrolled in postsecondary within a year of exit. It also includes any student who was concurrently enrolled in postsecondary who exited and attained a postsecondary credential within one year after exit. Each grantee will be expected to meet or exceed the State Performance Target for this measure.
## Florida Statewide Performance Targets

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>2020-21 State Performance Target</th>
<th>2021-22 State Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Performance Target</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>ESL Performance Target</td>
<td>26.6%</td>
<td>27%</td>
</tr>
<tr>
<td>Employment (Second Quarter After Exit)</td>
<td>28.3%</td>
<td>28.5%</td>
</tr>
<tr>
<td>Employment (Fourth Quarter After Exit)</td>
<td>26%</td>
<td>26.5%</td>
</tr>
<tr>
<td>Median Earnings (Second Quarter After Exit)</td>
<td>$4,395</td>
<td>$4,430</td>
</tr>
<tr>
<td>Credential Attainment Rate</td>
<td>10.6%</td>
<td>11.0%</td>
</tr>
</tbody>
</table>
FDOE Reporting Systems and Deadlines

Brittany C. Ross
Agency to FDOE to USDE/NRS

• Participating agencies submit student level data in prescribed formats and reporting systems to FDOE.

• The FDOE uses agency-submitted student data to aggregate the data for reports such as the annual Statewide Performance Report (SPR) and NRS Performance Tables.

• The agency-submitted student data is also aggregated by FDOE for legislative data requests, statewide program performance analysis, policy analysis and guidance, etc.
Florida Management Information Systems for Adult Education

FLDOE establishes student level reporting requirements for all education data for all students served in state or federal programs.

- Maintains databases
- Creates business rules
- Establishes transmission schedules
- Maintains edits for data quality

3 Databases Used for Adult Education:

- Workforce Development Information System
- Florida College System Student Database
- CBO/Corrections Student Information System

See sections 1008.385, 1008.40, 1008.405 and 1008.41, Florida Statutes, for statutory authority for comprehensive management information systems.
The Data Process - Local to State

Classroom → School → LEA → Verification/Validation → Final Transmission
The Data Process - State to Final Report

LEA → State → Verification/Validation → Reports → LEA → State

OCTAE
## Reporting Systems

<table>
<thead>
<tr>
<th></th>
<th>Workforce Development Information System (WDIS)</th>
<th>Florida College System Database (CCTCMIS)</th>
<th>Workforce Education Data Systems CBO Database</th>
</tr>
</thead>
<tbody>
<tr>
<td>School District</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCS</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Corrections</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Community-based Organizations (non-district or college)</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>
Workforce Development Information System (WDIS)

- Reporting system for Florida’s public school districts
  - Data handbooks, summary of reporting updates, formats, data elements, edits, and district appendices
- Reporting deadlines are posted in Appendix V of the annual database handbook
- Contact Workforce Education Data Systems (WEDS), Nand Divate, [Nandkumar.Divate@fldoe.org](mailto:Nandkumar.Divate@fldoe.org), for further assistance
WDIS Data Collection System

- Data collected through several reporting formats and linked through the following key elements list below.

<table>
<thead>
<tr>
<th>Student Demographic</th>
<th>AGE Student Course</th>
<th>CTE Student Course</th>
<th>Teacher Course</th>
<th>End of Term</th>
<th>Adult Test</th>
<th>Supplemental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Year</td>
<td>Year</td>
<td>Year</td>
<td>Year</td>
<td>Year</td>
<td>Year</td>
</tr>
<tr>
<td>Survey</td>
<td>Survey</td>
<td>Survey</td>
<td>Survey</td>
<td>Survey</td>
<td>Survey</td>
<td>Survey</td>
</tr>
<tr>
<td>District ID</td>
<td>District ID</td>
<td>District ID</td>
<td>District ID</td>
<td>District ID</td>
<td>District ID</td>
<td>District ID</td>
</tr>
<tr>
<td>School ID</td>
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<tr>
<td>Student ID</td>
<td>Student ID</td>
<td>Student ID</td>
<td>Student ID</td>
<td>Student ID</td>
<td>Student ID</td>
<td>Student ID</td>
</tr>
<tr>
<td>Course ID</td>
<td>Course ID</td>
<td>Course ID</td>
<td>Course ID</td>
<td>Course ID</td>
<td>Course ID</td>
<td></td>
</tr>
<tr>
<td>Section ID</td>
<td>Section ID</td>
<td>Section ID</td>
<td>Section ID</td>
<td>Section ID</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Florida’s Workforce Educatio

GET THE
## Student Demographic Format

<table>
<thead>
<tr>
<th>Format</th>
<th>Data Elements</th>
</tr>
</thead>
</table>

*Common for any student, not just an AGE student*
# Student Course and Test Record Formats

<table>
<thead>
<tr>
<th>Format</th>
<th>Data Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult General Education Student Course</td>
<td>Survey Period/Year, District &amp; School numbers, Course #, Section #, Grade Level, AGE Program Code, Education Functioning Level – Initial (Listening ESOL/ELCATE, Reading ESOL/ELCATE, Non-ESOL/ELCATE, Disability status, Adult Test Name, Date of Entry &amp; Exit in Program/Course/Section, Post-Test Status, Financial Assistance, Instructional Hrs, Online Course Delivery, Institutional Setting, Literacy Completion Point (multiple)</td>
</tr>
<tr>
<td>Adult General Education Test Record</td>
<td>Adult Test Name, Test Date, Adult Test Subject Content, Adult Test Form, Adult Test Level, Adult Test Score</td>
</tr>
</tbody>
</table>


## Additional Formats

<table>
<thead>
<tr>
<th>Format</th>
<th>Data Elements</th>
</tr>
</thead>
</table>
| Student End of Term Status  
| Supplemental  
[https://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/2021-wdis/supplemental.stml](https://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/2021-wdis/supplemental.stml) | Various CTE Elements, Diploma Type (Earned in Year after Exit), AGE Diploma Data (Earned in Year After Exit) |
# 2021-22 Data Reporting Schedule – Workforce Development Information System (WDIS)

<table>
<thead>
<tr>
<th>Survey</th>
<th>Submission Period OPENS</th>
<th>Required Load Date</th>
<th>Submission Period CLOSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey F/G</td>
<td>August 23, 2021</td>
<td>September 2, 2021</td>
<td>September 16, 2021</td>
</tr>
<tr>
<td>Survey W/X</td>
<td>January 3, 2022</td>
<td>February 3, 2022</td>
<td>February 24, 2022</td>
</tr>
<tr>
<td>Survey S</td>
<td>June 6, 2022</td>
<td>June 30, 2022</td>
<td>July 7, 2022</td>
</tr>
<tr>
<td>Survey S Update Window</td>
<td>July 11, 2022</td>
<td>n/a</td>
<td>July 28, 2022</td>
</tr>
</tbody>
</table>

Data Certifications DUE on August 5, 2022
Florida College System Database

- Reporting system for the Florida College System
  - Data handbooks, summary of reporting updates, formats, data elements, edits, and district appendices
- Reporting deadlines are posted in Section I of the annual FCS Student Database Data Dictionary.
- Contact Community College & Technical Center Management Information Systems (CCTCMIS), Kimberly Pippin, Kimberly.Pippin@fldoe.org, for further assistance
FCS Data Collection System

- Data collected through several reporting formats and linked through the following key elements list (DE Number in parentheses).

<table>
<thead>
<tr>
<th>Type</th>
<th>Information</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student Demographic Information</td>
<td>College (1017), PSNID (1021), &amp; Term (1028)</td>
</tr>
<tr>
<td>2</td>
<td>Entry Level/Exit Testing Information – Type 2</td>
<td>College (1017), PSNID (1021), Term (1028), Entry_Test_Type (1104), Entry_Subtest (1103), Date_Entry_Test (1109), &amp; Score_Entry_Test (1101)</td>
</tr>
<tr>
<td>4</td>
<td>Program Information – Type 4</td>
<td>College (1017), PSNID (1021), Term (1028), &amp; Program_CIP (2002)</td>
</tr>
<tr>
<td>5</td>
<td>Completion Information – Type 5</td>
<td>College (1017), PSNID (1021), Term (1028), Completion_CIP (2101), OCC_Comp__Point (2104), &amp; Literacy_Comp_Point (2105)</td>
</tr>
<tr>
<td>6</td>
<td>Course Information – Type 6</td>
<td>College (1017), PSNID (1021), Term (1028), Course_ID (3008), Section (3009), &amp; Course_Entry_Date (3026)</td>
</tr>
</tbody>
</table>
## Demographic Record Type

**Record Type** | **Select Data Elements**
--- | ---
Student Demographic Information (Record Type 1) | High School Code-Graduation-Grad Date, Limited English Proficiency, Race-Ethnicity, AGE Ex Offender, AGE Homeless/Runaway, AGE Employment Barrier, AGE Migrant-Seasonal Farmworker, AGE Level of Schooling Achieved, AGE Income Status – Exhausting TANF, AGE Income Status – Long Term Unemployed, AGE Low Income

*See pages 52-53 of the Student Data Dictionary for all elements*
# Program and Course Record Types

<table>
<thead>
<tr>
<th>Record Type</th>
<th>Select Data Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Information (Record Type 4)</td>
<td>Program of Study Data Elements (award type, CIP), AGE Withdrawal Reason</td>
</tr>
<tr>
<td>See pages 53-54 of the Student Data Dictionary for all elements</td>
<td></td>
</tr>
<tr>
<td>Course Information (Record Type 6)</td>
<td>Adult Educational Functioning Level – Initial (ESOL/ELCATE Listening, ESOL/ELCATE Reading, All Others), Adult Test Series</td>
</tr>
<tr>
<td>See pages 54-55 of the Student Data Dictionary for all elements</td>
<td></td>
</tr>
</tbody>
</table>
## Testing and Completion Record Types

<table>
<thead>
<tr>
<th>Record Type</th>
<th>Select Data Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Level/Exit Testing Information (Record Type 2)</td>
<td>Entry Level/Exit Test – Score, Entry Level/Exit Test – Site, Entry Level/Exit Test – Subtest, Entry Level/Exit Test – Type, Adult Entry Level/Exit Form, Adult Entry/Exit Test Level of Difficulty, Entry/Exit Test – Date</td>
</tr>
<tr>
<td><em>See page 53 of the Student Data Dictionary for all elements</em></td>
<td></td>
</tr>
<tr>
<td>Completion Information (Record Type 5)</td>
<td>Adult Literacy Completion Point Indicator, Completion Degree Granted</td>
</tr>
<tr>
<td><em>See page 54 of the Student Data Dictionary for all elements</em></td>
<td></td>
</tr>
</tbody>
</table>
## 2021-22 Data Reporting Schedule – Colleges

<table>
<thead>
<tr>
<th>Reporting Window</th>
<th>Submission Period Start Date</th>
<th>Required Load Date</th>
<th>End of Submission Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1E (Summer)</td>
<td>August 13, 2021</td>
<td>September 3, 2021</td>
<td>October 1, 2021</td>
</tr>
<tr>
<td>2E (Fall)</td>
<td>January 7, 2022</td>
<td>February 4, 2022</td>
<td>March 11, 2022</td>
</tr>
<tr>
<td>3E (Winter/Spring)</td>
<td>April 1, 2022</td>
<td>May 6, 2022</td>
<td>June 10, 2022</td>
</tr>
</tbody>
</table>

Data Certifications DUE the next business day after the submission window closes
A copy of the current annual handbook and data dictionary, as well as the system reporting deadlines, can be obtained by contacting Nand Divate by email at Nandkumar.Divate@fldoe.org
CBO Data Collection System

• Organized Similar to the WDIS Reporting Surveys

• Three formats
  • Adult Demographic
  • Adult Course
  • Adult Entry/Exit Test Record

• 4 Reporting Windows
# 2021-22 Data Reporting Schedule – CBO

<table>
<thead>
<tr>
<th>Survey</th>
<th>Reporting Period</th>
<th>Required Load Date</th>
<th>Submission Period CLOSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey 11</td>
<td>July 1</td>
<td>July 15, 2021</td>
<td>July 29, 2021</td>
</tr>
<tr>
<td>Survey 1</td>
<td>July 1 – Sept. 30</td>
<td>October 14, 2021</td>
<td>October 28, 2021</td>
</tr>
<tr>
<td>Survey 2</td>
<td>Oct. 1 – Feb 28</td>
<td>March 17, 2022</td>
<td>March 24, 2022</td>
</tr>
<tr>
<td>Survey 3</td>
<td>March 1 – June 30</td>
<td>July 14, 2022</td>
<td>July 28, 2022</td>
</tr>
</tbody>
</table>
Roles of Reports Coordinators

• Often our primary point of contact, especially for FLDOE database teams
  • Included on all emails from FLDOE database teams, which means RC’s should share email with relevant local staff
• Maintains contact information in the appropriate directories (CCTCMIS or WEDS)
• Maintains SharePoint access accounts for local staff
• Ensures completion of data certification process
Reporting Responsibilities

• Data must be reported in prescribed formats and within posted deadlines
• Failure to meet reporting deadlines can result in an agency being placed on a corrective action plan
• Inaccurate or invalid data may affect an agency’s allocation and performance outcomes, resulting in further negative consequences and corrective action plans.
• In the next section of this presentation, the relationship to the FDOE reporting systems, required data elements, and the Sample Student Intake Form will be demonstrated further.
Implementation of Reporting Changes

• Agencies are strongly encouraged to participate in WEDDAC and MISATFOR, regularly scheduled DCAE AGE-focused webinars, and other professional development opportunities
  • WEDDAC and MISATFOR hold biannual meetings of reports coordinators and MIS staff for districts and colleges respectively.
  • DCAE regularly schedules announced AGE-focused webinars which include reminders and updates related to data reporting
  • Each fall, DCAE participates in ACE of Florida’s annual conference and regularly includes sessions on AGE data reporting
• All efforts are made to collaborate and receive input on data system updates; however, changes in federal or state law may mandate swift data changes.
Expectations of Participating Agencies and Local Data Systems

Paul Stonecipher
Agency MIS Expectations

• FDOE has not designated a MIS platform, but local MIS systems must meet the reporting requirements of AEFLA participation
  • Meet the expectations established in the respective sector’s data dictionaries or database handbooks
  • Must be able to provide locally generated data reports to aid in improving data quality, monitoring student progress and agency performance, as well as building an environment for data-informed program improvement.

• It is the responsibility of a participating agency to verify the accuracy and completeness of the data submitted and to monitor program performance
Effects of Poor Data Quality

• Bad data management and poor maintenance of reporting policies and procedures can cripple agency performance and take away valuable limited resources.

• It is strongly suggested that agencies plan in advance for MIS personnel turnover and should be aware that changing MIS platforms increases an agency’s risk for data reporting errors.

• Significant changes to a reporting calendar or migrating an agency’s data to a new MIS platform should be handled strategically to minimize unintended, negative outcomes.
# Student Data Summary Form

## Student Data Summary Form Elements

### Basic Student Information

<table>
<thead>
<tr>
<th>Required</th>
<th>Background Data¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Youth in Foster Care</td>
</tr>
<tr>
<td>Address</td>
<td>Single Parent/Pregnant</td>
</tr>
<tr>
<td>Phone</td>
<td>Employment Barriers</td>
</tr>
<tr>
<td>Email (for online access)</td>
<td>Income Status Barriers</td>
</tr>
<tr>
<td>Date of Birth</td>
<td>Ex-offender</td>
</tr>
<tr>
<td>Enrollment date</td>
<td>Low Income</td>
</tr>
<tr>
<td>Separation date</td>
<td>Migrant or Seasonal Worker or Dependent</td>
</tr>
<tr>
<td>Gender</td>
<td>Homeless</td>
</tr>
<tr>
<td>Race</td>
<td>Displaced Homemaker</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>On Public Assistance</td>
</tr>
<tr>
<td>SSN (If available)</td>
<td>Highest School Grade Completed*</td>
</tr>
</tbody>
</table>

### Assessment Data

- Test Name
- Test Form
- Test Level
- Test Date
- Test Score

### Institutional Programs

- Correctional Facility
- Community Correctional Program
- Other Institutional Setting

### Program type

- ABE
- Adult Secondary Education (AHS, HSED)
- ESOL
- Attendance Hours

## Notes

1. Background Data includes various demographic and socioeconomic factors that may impact a student's educational opportunities and challenges.
Student Data Summary Form, Pt. 2

• Required basic student information data elements are included on Student Data Summary Form.

• Multiple guidance documents are provided at http://www.fldoe.org/academics/career-adult-edu/adult-edu/resources.stml in the National Reporting System section

• Important: The data collected in this data summary form only include those required for federal accountability reporting. Additional data elements may be required by your sector’s reporting system (ex. WDIS, FCS, or CBO data systems).
Student Data Summary Form Resources

• The **Data Element Crosswalk** provides a clarification of which Data Element and the associated code or value with Summary Form items, particularly the student data collected on page 2 of the form.

• **Guidance Definitions** is a list of elements from the data summary form, the formal definition for the item, any available guidance on the item, and the data collected is mandatory for state reporting.

• **Data Collection Frequency and Requirements** provides clarification on the form’s items and their relationship to the WDIS or FCS data systems, if the item is required to be asked of students and how frequently, as well as if a response is mandatory. All required items **must** be asked of the student, but not all items require an active response by the student.
AE Program Improvement Plans (AEPIPS)

• An agency that does not meet 90% of the NRS statewide performance targets or demonstrate a 70% post-test rate may be required to complete an AEPIP
• Once annual NRS performance rates have been approved, agency level performance is evaluated using NRS tables 4, 4b, and 5.
• Identified agencies are contacted by DCAE staff to complete an AEPIP, which may include further follow-up and directed technical assistance.
Available Technical Assistance

• Eligible providers who have not previously been funded will have targeted technical assistance available, upon receipt of award.
Data Reporting of Sub-recipients of AEFLA Grants

If a sub-recipient or partner is used for instructional services, it is the sole responsibility of the provider to ensure the subrecipient accurately reports all required EFLs and WIOA data elements aligned with the appropriate state reporting system to be used in NRS and the WIOA Annual Performance Report.
Submission of Questions for RFP

• As a reminder, questions should be submitted in writing and answers will be posted as specified in the RFP.
  • Contact: Mallory Martinez
  • Email: Mallory.Martinez@fldoe.org

• Location for Posting of Answers to Questions:
  • https://www.fldoe.org/WIOAGrants/
Webinar Schedule

• For upcoming webinars, go to www.fldoe.org/WIOAGrants for the schedule, registration links, and recordings for all webinars.

• The May 26th webinar for Priority 4 will be a guided journey through the narrative and forms.
  • NOTE: The demonstrated effectiveness documentation was covered in detail on the May 24th webinar.
Gloria Spradley-Brown, Chief
Bureau of Grants Administration and Compliance
Gloria.spradley@fldoe.org

Kathleen Taylor, Chief
DCAE Program Development Services
Kathleen.Taylor@fldoe.org